

Basic Course Information

Semester:	Fall 2016	Instructor Name:	Garza, A
Course Title & #:	ESL 024 Reading 2	Email:	alex.garza@imperial.edu
CRN #:	10356	Webpage (optional):	
Classroom:	1307	Office #:	2789 or in room 1307
Class Dates:	8/16 – 12/8	Office Hours:	M 4:00-4:30 T 4:30– 6:00 W 9:45-11:15 TH 3:30 – 4:00
Class Days:	TR	Office Phone #:	(760) 355-6229
Class Times:	2:00 – 3:25	Emergency Contact:	
Units:	3		

Course Description

PREREQUISITES, if any:

ESL 023 or appropriate placement

This course is designed to assist high-intermediate ESL students in developing reading skills and reading efficiency in English. Focus will be placed on understanding text structure and overall comprehension of a variety of texts. Further development of reading skills will also be emphasized. (Nontransferable, nondegree applicable)

Student Learning Outcomes

1. Analyze a reading to identify the topic and main idea, and to distinguish between major and minor details.
2. Use vocabulary to determine the rhetorical mode of a reading.
3. Apply knowledge of usage of an English-only dictionary to aid in reading comprehension.

Course Objectives

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

Demonstrate competency in using reading skills such as skimming, scanning, vocabulary in context , making inferences, previewing and making predictions to aid in overall comprehension;

Demonstrate competency identifying topics of readings, main ideas (both implicit and explicit), and major/minor details.

Demonstrate ability to summarize short text and reading selections.

Identify text structures - listing, time order, comparison/contrast, cause/effect, sequencing, problem/solution , extended definition - for the purpose of drawing a conclusion;

Demonstrate mastery in interpreting charts and graphs;

Demonstrate ability to choose a book of an appropriate level, read independently and provide supporting documentation of such, such a reading log and report.

Correctly use an English-only dictionary to locate and decode words, identify parts of speech and antonyms and synonyms in order to understand texts.

Textbooks & Other Resources or Links

Reading Explorer 3 2nd Edition. Nancy Douglas and David Bohlke

ISBN: 978-13052-54480 Student Book + Online Workbook

Course Requirements and Instructional Methods

CORE CONTENT TO BE COVERED IN ALL SECTIONS

1. Review of reading skills and application of skills to improve reading efficiency: skimming, scanning, vocabulary in context, inferencing, previewing, and making a prediction.
2. Analysis of reading to determine topic ; analysis of stated and unstated main ideas; analysis of a selection to determine major and minor supporting details.
3. Using writing to communicate information about a reading or a text , drawing generalizations or themes from supporting evidence.
4. Recognition of basic paragraph and expository development from the standpoint of the reader: listing order, time order, comparison/contrast, cause/effect, sequencing, problem/solution, extended definition.
5. Review of pie charts, bar graphs, line graphs, and other types of visual devices used convey meaning in both in academic and non-academic texts.
6. Review of library skills and techniques for reading independently;
7. Dictionary skills.

METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Mid-Term/Final Exam(s)

Oral Assignments

Problem Solving Exercise

Quizzes

Written Assignments

INSTRUCTIONAL METHODOLOGY:

Demonstration

Discussion

Group Activity

Individual Assistance

Lecture

Audio Visual

Computer Assisted Instruction

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

Course Grading Based on Course Objectives

Quiz 1	12%
Quiz 2	12%
Quiz 3	12%
Quiz 4	12%
Quiz 5	12%
In-Class Assignments	10%
Lab Work	10%
Final	20%
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	100%

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Week 1

Introduction and Reading Skills Practice

Week 2

Skimming and Scanning

Week 3

Quiz 1 Inferencing and Previewing

Week 4

Analyzing and Identifying Main Ideas

Week 5

Analyzing and Identifying Main Ideas (continued)

Week 6

Quiz 2

Week 7

Drawing conclusions and generalizations from reading by providing supporting evidence

Week 8

Drawing conclusions and generalizations from reading by providing supporting evidence (continued)

Week 9

Quiz 3

Week 10 _____

Recognition of basic paragraph and expository development from the standpoint of the reader: listing order, time order, comparison/contrast, cause/effect, sequencing, problem/solution, extended definition.

Week 11 _____

Recognition of basic paragraph and expository development from the standpoint of the reader: listing order, time order, comparison/contrast, cause/effect, sequencing, problem/solution, extended definition. (continued)

Week 12 _____

Quiz 4

Week 13 _____

Review of pie charts, bar graphs, line graphs, and other types of visual devices used convey meaning in both in academic and non-academic texts.

Week 14 _____

Review of pie charts, bar graphs, line graphs, and other types of visual devices used convey meaning in both in academic and non-academic texts. (continued)

Week 15 _____

Quiz 5

Week 16 _____

Final Examinations